



2014-2015 School Nominee Presentation Form

ELIGIBILITY CERTIFICATIONS

School and District's Certifications

The signatures of the school principal and district superintendent (or equivalents) on the next page certify that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct to the best of their knowledge. *In no case is a private school required to make any certification with regard to the public school district in which it is located.*

1. The school has some configuration that includes grades Pre-K-12.
2. The school has been evaluated and selected from among schools within the Nominating Authority's jurisdiction, based on high achievement in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental education.
3. Neither the nominated public school nor its public school district is refusing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
4. OCR has not issued a violation letter of findings to the public school district concluding that the nominated public school or the public school district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
5. The U.S. Department of Justice does not have a pending suit alleging that the public school or the public school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
6. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the public school or public school district in question; or if there are such findings, the state or public school district has corrected, or agreed to correct, the findings.
7. The school meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

U.S. Department of Education Green Ribbon Schools 2014-2015

X Public

Name of Principal: Mr. Andy Keith

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name: Lincoln High School

(As it should appear on an award)

Official School Name Mailing Address: 78989 Alabama Highway 77, Lincoln, AL 35096

(If address is P.O. Box, also include street address.)

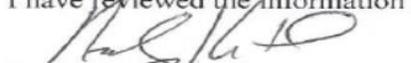
County: Talladega State School Code Number *: 061-0170

Telephone: 256-315-5295 Fax: 256-315-5315

Web site/URL: <http://www.tcboe.org> E-mail: andykeith@tcboe.org

*Private Schools: If the information requested is not applicable, write N/A in the space

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate.


(Principal's Signature)

Date: January 21, 2015

Name of Superintendent: Dr. Suzanne Lacey

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in official records)



District Name: Talladega County Schools (Alabama)

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate.



 (Signature)

Date: January 21, 2015

Nominating Authority's Certifications

The signature by the Nominating Authority on this page certifies that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct to the best of the Authority's knowledge.

1. The school has some configuration that includes grades Pre-K-12.
2. The school is one of those overseen by the Nominating Authority which is highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
3. The school meets all applicable federal civil rights and federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating Agency: Alabama State Department of Education

Name of Nominating Authority: Dr. Thomas R. Bice, State Superintendent of Education
 (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application and certify to the best of my knowledge that the school meets the provisions above.



Date: 1/27/15

(Nominating Authority's Signature)

SUMMARY AND DOCUMENTATION OF NOMINEE'S ACHIEVEMENTS

Provide a coherent "snapshot" that describes how your school is representative of your jurisdiction's highest achieving green school efforts. Summarize your strengths and accomplishments in all three Pillars and nine Elements. Then, include

documentation and concrete examples for work in every Pillar and Element. **See Application**

SUBMISSION

The nomination package, including the signed certifications and documentation of evaluation in the three Pillars should be converted to a PDF file and emailed to green.ribbon.schools@ed.gov according to the instructions in the Nominee Submission Procedure.

OMB Control Number: 1860-0509

Expiration Date: February 28, 2015

Public Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1860-0509. Public reporting burden for this collection of information is estimated to average 37 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit P.L. 107-110, Sec. 501, Innovative Programs and Parental Choice Provisions. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1860-0509. Note: Please do not return the completed ED-Green Ribbon Schools application to this address.



ED-GRS APPLICATION FOR SCHOOLS

School Contact Information

School Name: Lincoln High School

Street Address: 78989 Alabama Highway 77

City: Lincoln State: AL Zip: 35096

Website: http://www.tcboe.org Facebook page: _____

Principal Name: Andy Keith

Principal Email Address: akeith@tcboe.org Phone Number: 256-315-5296

Lead Applicant Name (if different): Amy Stephens

Lead Applicant Email: aastephens@tcboe.org Phone Number: 256-315-5295

Level: <input type="checkbox"/> Early Learning Center <input type="checkbox"/> Elementary (PK-5/ 6) <input type="checkbox"/> K-8 <input type="checkbox"/> Middle (6 - 8 or 9) <input checked="" type="checkbox"/> High (9 or 10-12)	School Type: <input checked="" type="checkbox"/> Public <input type="checkbox"/> Private/ Independent <input type="checkbox"/> Charter <input type="checkbox"/> Magnet	How would you describe your school? <input type="checkbox"/> Urban <input type="checkbox"/> Suburban <input checked="" type="checkbox"/> Rural	District Name <u>Talladega County Schools</u> Total Enrolled: <u>535</u>
Does your school serve 40% or more students from disadvantaged households? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	% receiving FRPL <u>61%</u> % limited English proficient <u>0%</u> Other measures _____	Graduation rate: <u>90%</u> Attendance rate: <u>95%</u>	

Cross-Cutting Question: Participation in green school programs

Summary Narrative: Provide a narrative describing your school's efforts to reduce environmental impact and costs; improve student and staff health; and provide effective environmental and sustainability education. Focus on unique and innovative practices and partnerships.

Lincoln High School in Talladega County has had two key factors in the last two years that have drastically and positively impacted the pursuit of enhancing a vibrant environmental education program and becoming a leading school community in sustainable green practices. One factor is the robust renewal of an environmentally focused agri-science program and curriculum. A barren grounds surrounding the school now has thriving natural landscapes that are being further developed and expanded through classroom projects and studies in not only the agri-science classes but all science classes.

The second key factor is the awareness that Honda Manufacturing of Alabama, a large area industry demands a highly environmental friendly workplace that practices 100% recycle

in manufacturing. However, recycling is not available for small businesses, the schools or the residents. Therefore, Lincoln High School has taken ownership of this identified need, and has fully integrated recycling and other environmental measures into student organizations, daily habits, and additional facets of the curriculum.

Evidence of these factors is referenced throughout the various pillars of the application. Being an Energy Star School is now meaningful to the students and faculty. Being associated with the Healthier Choice School initiatives has created new physical fitness approaches. The agri-science and science curricula leaders have acquired grants to expand the outdoor classrooms and environmental study areas and student and community interest is exceptional. There are now numerous environmental study areas evident for everyone to see on the campus that was truly barren just two years ago. Once inside the building, the environmental components are still highly evident with recycling and energy conservation a norm. Most importantly, environmental efforts are a supported, healthy learning daily practice, not an occasional project.

The rural school setting promotes healthy fresh air, clean water and abundant family gardens as a lifestyle that is in drastic contrast to most urban settings. However, students are keenly aware as well of the global needs of others and their potential future life changing factors related to environment. To prepare students at Lincoln for their future, a curriculum heavy in real life science, technology and math applications through project based learning is evident. Students' projects are highly engaging in problem solving activities related to eco-friendly houses, environmentally friendly structures such as bridges and new businesses, greenhouse related science, and the value of healthy lifestyles, for example. Students have a vested interest in numerous environmental activities and have a greater sense of self worth through leadership that literally involves ownership of the future of the planet as it relates to their personal health.

A valuable achievement for the school community is a greatly enhanced appreciation of and systemic involvement in comprehensive recycling. Again, math studies play initial roles as students collect and compare competitively the volume and measures of recycled materials. Community members are supportive and appreciative as well as share the ownership of a cleaner environment and a 'save the trees' philosophy that is embraced and relevant for the environment. With the middle and high school students there is a much deeper understanding of the value of a quality environment provided via recycling not only as dollars for the recycled items, but also for the value of conservation of natural resources. Through the project based learning curriculum concept students have designed and created numerous informative digital announcements that are displayed throughout the schools on large monitors reminding peers and staff of the environmental impact of aggressive recycling efforts and strangely enough, energy conservation measures. These digital production accomplishments may or may not lead to a career in movie production, but the ownership of the responsibility of 'going green' is highly evident and enjoyed by the students and staff daily through these efforts.

In retrospect, another area of accomplishment is the natural ease with which energy conservation is addressed throughout our school facilities. Before the embracing of ownership of authentic engagement for learning through environmental studies, energy conservation was a principal's challenge. Now, all the stakeholders are cognizant of conserving water, paper products, limiting excessive lighting and thermostat settings in moderation are the norm. The efforts are expanded every day as 'going green' is now

perceived as highly desirable and attainable. We are eating healthier, we are physically active in the various outdoor venues with learning at a phenomenal high, and the future of green practices are being solidly embedded and practiced among all of our stakeholders in the Lincoln High School.

1. Is your school participating in a local, state or national school program, such as EPA ENERGY STAR Portfolio Manager, EcoSchools, Project Learning Tree, or others, which asks you to benchmark progress in some fashion in any or all of the Pillars? (X) Yes () No

Program(s) and level(s) achieved: **Gold Star Energy Award 2009, 2014**

2. Has your school, staff or student body received any awards for facilities, health or environment?

(X) Yes () No

Award(s) and year(s) **Healthier School Choice 2010,
Safe Environment 2014
Energy Label School 2009, 2014**

Pillar I: Reduced Environmental Impact and Costs

Energy

1. Can your school demonstrate a reduction in Greenhouse Gas emissions? (X) Yes () No

Percentage reduction: 8% Over (m/yy - m/yy): **08/2005-07/2014**

Initial GHG emissions rate (MT eCO₂/person): 1.32

Final GHG emissions rate (MT eCO₂/person): 1.22

Offsets: _____

How did you calculate the reduction? **Statement of Energy Performance from Energy Manager**

2. Do you track resource use in EPA ENERGY STAR Portfolio Manager? (X) Yes () No

If yes, what is your score? 77

If score is above a 75, have you applied for and received ENERGY STAR certification?

(X) Yes () No Year: **2009, 2014**

3. Has your school reduced its total non-transportation energy use from an initial baseline?
() Yes (X) No

Current energy usage (kBTU/student/year): .048

Current energy usage (kBTU/sq. ft./year): .0027

Percentage reduction: 20% over (m/yy - mm/yy): **08/2005-07/2014**

How did you document this reduction? **Energy Star Portfolio Manager**

4. What percentage of your school's energy is obtained from:

On-site renewable energy generation: None Type _____

5. In what year was your school originally constructed? 2006

What is the total building area of your school? 155,723 Sq. Ft.

6. Has your school constructed or renovated building(s) in the past ten years? (X) Yes () No

For new building(s): Percentage building area that meets green building standards: None

Water and Grounds

7. Can you demonstrate a reduction in your school's total water consumption from an initial baseline?

Middle and high school are on the same water statement. The water usage has been consistent since the school was occupied.

Average Baseline water use (gallons per occupant): 3.93 gallons/day

Current water use (gallons per occupant): 3.43 gallons/day

Percentage reduction in domestic water use: .007%

Percentage reduction in irrigation water use: Campus irrigated through rain water collection only.

Time period measured (mm/yyyy - mm/yyyy): 08/2011-12/2014

How did you document this reduction (i.e. ENERGY STAR Portfolio Manager, utility bills, school district reports)?: Utility bill

8. What percentage of your landscaping is considered water-efficient and/or regionally appropriate? 100%

Types of plants used and location: All regional, heat tolerant plants

9. Describe alternate water sources used for irrigation. (50 word max)

Rain barrel collections for up to 200 gallons of water for essential landscape watering.

10. Describe any efforts to reduce stormwater runoff and/or reduce impermeable surfaces. (50 word max)

Less than 15% of the campus is covered with impermeable surfaces. Open fields, lawns, and unpaved parking and 75% of driveways are porous surfaces or grassy areas.

11. Our school's drinking water comes from:

Municipal water source

Well on school property

Other: _____

12. Describe how the water source is protected from potential contaminants. (50 word max)

Water is provided through a governmental regulated water authority that has routine testing.

13. Describe the program you have in place to control lead in drinking water. (50 word max)

Water sources are monitored daily by the water authority that provides the water to the school facilities.

14. What percentage of the school grounds are devoted to ecologically beneficial uses? (50 word max)

The school campus includes outdoor classroom pavilion, grassy and heat tolerant floral and fauna bird habitats, vegetable plasticulture gardens that hold moisture and prevent the need for herbicides, and over 20 acres of open lawn for outdoor sports and activities.



Waste

15. What percentage of solid waste is diverted from landfilling or incinerating due to reduction, recycling and/or composting? Complete all the calculations below to receive points.

A. Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected):

8.5 cu yd X 4/mo. X 75% (.75) full= 25.50 cu. yds. per month

B. Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected):

8.5 cu yd X 4/mo. X 100% (1.0) full= 34 cu. yds. per month

C. Monthly compostable materials volume(s) in cubic yards (food scrap/food soiled paper dumpster size(s) x number of collections per month x percentage full when emptied or collected):

8.5 cu yd X 10.5/mo. X 65% (.65) full= 58.02 cu. yds. per month

Recycling Rate = $((B + C) \div (A + B + C) \times 100)$: 79

Monthly waste generated per person = (A/number of students and staff):

25.50/582=.05 cu. yds

16. What percentage of your school's total office/classroom paper content is post-consumer material, fiber from forests certified as responsibly managed and/or chlorine-free?

85%

17. List the types and amounts of hazardous waste generated at your school:

Flammable liquids	Corrosive liquids	Toxics	Mercury	Other:
None	None	None	None	None

How is this measured?

The school does not have any hazardous waste to be measured.

How is hazardous waste disposal tracked?

There are no identified sources of hazardous water to be tracked at the school.

Describe other measures taken to reduce solid waste and eliminate hazardous waste. (100 words max)

Various school clubs have adopted positive-impact, environmentally-friendly goals to assure that paper and plastic are being recycled continually throughout the school each day.

18. Which green cleaning custodial standard is used?

The school district provides each school with bulk purchase/bid products for custodial use. 85% of the paper products used are recycled, certified green. The cleaning chemicals are as low level as permissible based on budgetary constraints. As feasible, low bid vendors provide 'Simple Green' products.

What percentage of all products is certified? It varies according to bid law, but green certified is preferred in the bid law proposal. The paper products are 'certified green' as 100% recycled.

What specific third party certified green cleaning product standard does your school use?

n/a

Alternative Transportation

19. What percentage of your students walk, bike, bus, or carpool (2 + student in the car) to/from school? (Note if your school does not use school buses) **98%**

How is this data calculated? (50 word max)

Bus transportation logs and evidence of carpool records

20. Has your school implemented?

designated carpool parking stalls.

a well-publicized no idling policy that applies to all vehicles (including school buses).

Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows.

Safe Pedestrian Routes to school or Safe Routes to School

Describe activities in your safe routes program (50 word max):

All bus routes are studied to determine the maximum safe route throughout the school year by the district transportation and safety director. Student traffic and carpool traffic have specific and separate routes and bus unloading and loading is specifically designated as safe.

21. Describe how your school transportation use is efficient and has reduced its environmental impact. (50 word max)

Carpool, minimum bus routes, no-idle zones, and limited arrival and departure times that further enhance the no-idle zones.

22. Describe any other efforts toward reducing environmental impact, focusing on innovative or unique practices and partnerships. (100 word max)

Dumpster for school recycling and partnership with the neighboring town for pick-up and the provision of the dumpster.

Pillar 2: Improve the health and wellness of students and staff

Environmental Health

1. Describe your school's Integrated Pest Management efforts, including IPM/green certifications earned, routine inspections, pest identification, monitoring, record-keeping, etc.:

Preventive measures of maintained cleanliness and proper storage of pest inducing items are very effectively used throughout the Lincoln HS building. Natural science rather than invasive chemical deterrents are used. Control is localized and used sparingly.

2. What is the volume of your annual pesticide use (gal/student/year)? Describe efforts to reduce use:

An average of .04 gal/student/year has been used over the past two years, again limited through proper storage and daily cleanliness being intentional

3. Which of the following practices does your school employ to minimize exposure to hazardous contaminants? Provide specific examples of actions taken for each checked practice.



- [X] Our school prohibits smoking on campus and in public school buses.
The school district has a strict no smoking policy for students and staff as well as no smoking is allowed on any part of the school campus or at any school functions, neither indoors nor outdoors. This is also enforced on buses.
- [X] Our school has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the school.
The school has fully eliminated mercury in the schools including the thermostats as well as science laboratories. Purchase or bringing of mercury into the school is prohibited. This policy is monitored through routine inspections and safety checks.
- [X] Our school does not have any fuel burning combustion appliances.
There are not any fuel burning appliances used in the school facilities.
- [X] Our school has tested all frequently occupied rooms at or below ground level for radon gas and has fixed and retested all rooms with levels that tested at or above 4 pCi/L OR our school was built with radon resistant construction features and tested to confirm levels below 4 pCi/L.
The required testing prior to construction of the 2005-06 and 2011 facilities certified that the building grounds and the completed buildings were certified radon free. Safety inspections specifically for radon confirmed the level as well below 4 pCi/L in 2013.
- [X] Our school has identified any wood playground or other structures that contain chromate copper arsenate and has taken steps to eliminate exposure.
There are no wooden structures on the campus and no evidence of items containing chromate copper arsenate.
4. Describe how your school controls and manages chemicals routinely used in the school to minimize student and staff exposure. (100 word max)
Cleaning supplies for lunchrooms and buildings are purchased at district level. Full efforts made to purchase green, low-toxic substances. Staff are highly discouraged to use additional cleaning items that pose any adverse health issues in the building. Any paint or related materials or supplies are only used when students are not in the area. For instructional purposes, all chemical items must be approved prior to purchase and validated as essential and appropriate for instruction. Likewise, chemical labeling, handling, and usage data are maintained where chemicals are used. Safety tests for handling and using these materials is required prior to usage.
5. Describe actions your school takes to prevent exposure to asthma triggers in and around the school. (100 word max)
School personnel are instructed prior to each school year of the need to be aware of students who have identified asthma or other environmentally induced health issues. The school policy is that no types of air fresheners nor even highly scented personal items are to be used in confined areas such as classrooms or restrooms. The school nurse or health staff are utilized to help assure that staff and personnel are aware of any potential factors that may become new trends in posing new or additional air contaminating hazards.

6. Describe actions your school takes to control moisture from leaks, condensation, and excess humidity and promptly cleanup mold or removes moldy materials when it is found. (100 word max)

All areas of the school facilities are used on a rather daily basis and evidence of moisture from leaks or condensations are readily evident and addressed for repair by our district maintenance and local custodial staff. Beyond daily cleaning of all of the facilities that would discover moisture issues, a monthly checklist that confirms that all leaks or moisture related problems are repaired and surfaces that may have become wet are removed and replaced.

7. Our school has installed local exhaust systems for major airborne contaminant sources.
()Yes ()No

Basically each classroom at Lincoln HS has an independent HVAC unit, filtered and vented to the outside of the building. Filters are changed on a documented monthly basis and are provided by the school district as a health and efficient operating measure. Large indoor venues have large exhaust systems that are activated when the area is in use and airborne contaminant sources may be present. This would include the shops and classroom laboratories as well as the cafeteria and gymnasium.

8. Describe your school's practices for inspecting and maintaining the building's ventilation system and all unit ventilators to ensure they are clean and operating properly. (100 word max)

The school district has certified HVAC maintenance crews that perform routine monthly checks on all units in schools. Immediate needs are identified by the school on site personnel and administration with necessary repairs and replacements addressed by the HVAC staff. As previously stated, monthly checklist are documented that units have been inspected for proper operation and filters replaced.

9. Describe actions your school takes to ensure that all classrooms and other spaces are adequately ventilated with outside air, consistent with state or local codes, or national ventilation standards. (100 word max)

As previously stated, filters are changed on a documented monthly basis and are provided by the school district as a health and efficient operating measure. Being in a rural area, codes standards are frequently the responsibility of the school and school district, and our district takes this responsibility seriously. To this extent, our district strictly adheres to frequent and documented inspections of all building components. The newer facility that Lincoln HS operates in is a positive aspect of a quality learning environment that is maintained to high and environmentally desirable standards.

10. Describe other steps your school takes to protect indoor environmental quality such as implementing EPA IAQ Tools for Schools and/or conducting other periodic, comprehensive inspections of the school facility to identify environmental health and safety issues and take corrective action. (200 word max)

The fact that the EPA Indoor Air Quality Tools for Schools is not a quick process was one determining factor that the Lincoln HS did not apply for Green Ribbon School in 2013. It was determined that even though the school followed many of the prescribed standards, that much more intentional and proactive efforts were needed to make a greater number of students and faculty members aware of the EPA IAQ expectations. Ownership of the routine inspections are now teacher driven and student leadership facilitated. The efforts

have greatly increased the awareness and need for all students and staff to be specifically asthma aware for example. As well as conserving energy in the winter months, students and staff are much more receptive and aware of the need for moderation in temperature control in the classrooms, for example. Students and teachers have taken ownership, not acceptance or blame roles in making certain that IAQ is beneficial to everyone and worthy of effort and time to assist in maintaining adequately.

Nutrition and Fitness

11. Which practices does your school employ to promote nutrition, physical activity and overall school health? Provide specific examples of actions taken for each checked practice, focusing on innovative or unique practices and partnerships. (100 word max)

- [X] Our school participates in the USDA's Healthier US School Challenge. Level and year: **Gold Level, 2010**
- [X] Our school participates in a Farm to School program to use local, fresh food. **Regionally grown fresh vegetables and fruits are utilized within season and as available.**
- [X] Our school has an on-site food garden. **The garden area is being expanded to be able to provide additional food items to the cafeteria and/or the community members.**
- [X] Our school garden supplies food for our students in the cafeteria, a cooking or garden class or to the community. **Collaborative efforts are made with the community to use fresh vegetables whenever possible in Family and Consumer Classes, Enrichment Classes as well as the school cafeteria.**
- [X] Our students spent at least 120 minutes per week over the past year in school supervised physical education. **Only 55% of the students are in physical education for this period of time due to limitations of staffing and scheduling. At least 25% of the other students have approximately 80 minutes per week in outdoor or equivalent physical education types of activity.**
- [X] At least 50% of our students' annual physical education takes place outdoors. **The school is relatively new (2006) and the outdoor sport facilities were added two years later immediately adjacent to the school buildings. State of the art football, softball, baseball, track and grassy areas are utilized throughout the day and after-school for not only physical education classes but outdoor study time as well. Inclement weather is the only factor preventing daily outdoor activities for over 70% of the students and over 30% of the staff.**
- [X] Health measures are integrated into assessments. **A unique measure of this is the school's special efforts to assure that students have good breakfasts on major testing dates as well as Saturday Study Sessions. Student athletes are additional provided with frequent meals that are based on healthy performance standards. The school district requires that all students successfully complete a Health course as a graduation requirement. A Nutrition and Wellness course is an elective as well as fitness standards are an integral part of physical education expectations.**
- [X] At least 50% of our students have participated in the EPA's Sunwise (or equivalent program). **The EPA's Sunwise or equivalent information is included in the Health**

course. The Physical Education courses also address this as a safety standard for outdoor class activities. Even though protection is not allowed for required used, Sunwise protection is available, encouraged and utilized by large numbers of students and staff members.

- [X] Food purchased by our school is certified as “environmentally preferable”
 Percentage: **65% expected** Type: **No preservatives, whole grain, organic whenever feasible**

12. Describe the type of outdoor education, exercise and recreation available. (100 word max)
Lincoln HS utilizes every opportunity to get outdoors for physical education activities, school wide events, Special Olympics, Elementary/High School student partnership activities from kite making and flying, to tree plantings, or even just sitting outside for English class discussions. The campus is very conducive to outdoor groups as numerous open spaces are available as well as ample sports' fields.
13. Describe any other efforts to improve nutrition and fitness, highlighting innovative or unique practices and partnerships. (100 word max)
A priority of the Lincoln HS faculty has been to establish and utilize outdoor learning spaces for all curriculum areas. For example, the school has courtyards that have study areas. The Back-to-School first faculty meeting had a large portion of the day designated on environment and the further development of the outdoor classroom areas to increase student engagement. The school utilizes a 96 minute class period, and this promotes active use of outside venues.

Coordinated School Health, Mental Health, School Climate, and Safety

14. Does your school use a Coordinated School Health approach or other health-related initiatives to address overall school health issues? (X) Yes () No
 If yes, describe the health-related initiatives or approaches used by the school:
School climate has become a curriculum model driver in the Talladega County Schools and Lincoln HS is no exception. Throughout the last school year with a new principal, a new attitude toward a positive environment with student ownership became highly evident. Additional sports options were made available so that additional students would have options that met their potential and interests, as well as provided much needed additional options for quality lifestyles for time beyond the school day. Additional outdoor classroom as well as school wide events being held outdoors have become common place. Attendance averages over 95% and this is contributed to overall school climate, a recognized state Safe School, and lots of healthy, 'glad you are here', and a *Be Great Today* school motto.
15. Does your school partner with any postsecondary institutions, businesses, nonprofit organizations, or community groups to support student health and/or safety? (X) Yes () No
 If yes, describe these partnerships:
Students in advanced biology classes participate with college instructors from Jacksonville State University from time to time in research related studies to assist in collecting evidence and data of water quality in area fresh water streams as it relates to living water organisms. The hands-on approach has greatly increased interest in real world environmental issues as well as career study options. In establishing recycling efforts, the

students had to opportunity to partner with waste management business personnel as well as local government officials in addressing the need and ramifications of potential recycling efforts.

16. Does your school have a school nurse and/or a school-based health center? (X) Yes () No
There is a school nurse on campus each day to address health needs of students and assist in monitoring students with health related conditions. There are not any reported evidences of excessive student attendance issues related to environmental issues.
17. Describe your school's efforts to support student mental health and school climate (e.g. anti-bullying programs, peer counseling, etc.):
A well established program called LHS4SALE has been established through classroom initiatives in project-based learning in English 9 classes. The SALE is an acronym for Students Affect Lives Everyday. The concept is now a buzz word as students keep each other moving in positive directions with accountability and support for each other. A student team also serves as peer mentors for fellow special needs classmates and another team serves as peer mentors and helpers for struggling elementary students.

Pillar 3: Effective Environmental and Sustainability Education

1. Which practices does your school employ to help ensure effective environmental and sustainability education? Provide specific examples of actions taken for each checked practice, highlighting innovative or unique practices and partnerships.
- [X] Our school has an environmental or sustainability literacy requirement. (200 word max) **Even though the school district does not require an environmental or sustainability requirement for students, there is full evidence that all students are aware that ownership of the environment is a key to the future of their quality of life. Lincoln HS has greatly increased the course offerings in environmentally related subjects with an exceptional, state award winning Agriscience Program. The outdoor projects in landscaping, gardens and an outdoor classroom pavilion have stimulated interest in a high percentage of the students as well as the staff even though a specific literacy requirement is not mandated.**
- [X] Environmental and sustainability concepts are integrated throughout the curriculum. (200 word max)
It is difficult to determine what should be shared first about the concepts that are being integrated into the curriculum. Initially the science and agriculture classes were the key venues for the environmental curriculum components for the students. However, as the interest has increased, the math and social science departments have embedded components of environmental education into the curriculum. For example, recycling is highly competitive between classes and numerous math problems are centered on the volume, mass and displacement theories of recycled plastic bottles. Government classes have become leaders in searches for legislation and requirements regarding EPA initiatives. As previously mentioned, the English classes have also led through project-based learning the mental and social aspects of school climate awareness. The most unique concept is the BEST Robotics approach to environmental science that is discussed in the STEM information below.

[X] Environmental and sustainability concepts are integrated into assessments. (200 word max)

Project-based learning (PBL) is a required component in the Talladega County Schools of which Lincoln HS is a part. The PBL essentials include a driving question which determines basically a research and find out what 'you do not know' about a topic. The environmental questions have been leading questions across the curriculum and these projects are grades on quality of collaboration, content, critical thinking skills, and presentation for example. Students have found that authentic evidence and actual hands-on components are much more interesting so getting outside, doing an environmental project has value and even makes a grade much more meaningful. These projects also allow the teacher to make formative assessments with quality standards being required and highly visible because many projects are related to campus activities for all to see.

[X] Students evidence high levels of proficiency in these assessments. (100 word max)

Prior to the emphasis of pursuing the Green Ribbon School status, there was no evidence of recycling in the school or the community. Nor did the campus have any evidence that there was an interest in an appearance of living and wholesome surrounding. Barren grounds, no trees, and poor quality lawns and with no landscaping was the norm. There were no recycling bins. All of these are not individual assessments for students, however students can attest to why these changes have been made in their daily school surrounding. Most importantly, it is not a class that has this knowledge, it is a school population of faculty, staff AND student body that has a working knowledge of quality environmental measures.

[X] Professional development in environmental and sustainability education are provide to all teachers. (200 word max)

All teachers participated in professional development at the beginning of the school year to learn and discern ways to incorporate environmental education into their respective curriculum. Additional content area professional development has occurred for sharing and developing additional rubrics for enhancing environmental education concepts into various curriculum components. A state Outdoor Classroom leader, Mr. Doyle Keasal, has provided training for the teachers as well to help jumpstart a whole school initiative.

2. For schools serving grades 9-12, provide:
Percentage of last year's eligible graduates who completed the AP Environmental Science course during their high school career: n/a
3. How does your school use sustainability and the environment as a context for learning science, technology, engineering and mathematics thinking skills and content knowledge? (200 word max)

Over the last two years a massive increase in STEM education has occurred at Lincoln HS with the increase of Pre-AP and AP Biology, Pre-AP and AP Chemistry as well as Pre-AP Calculus and AP Calculus and AP Statistics. Technology is paramount as the school has a 1:1 Macbook laptop program for all of its students and instructional faculty. Even as the plans for adding a 100' commercial greenhouse was being developed, students were involved in site selection, cost, elements of the greenhouse and the business of greenhouse operations. An extra curricula program is the participation in the BEST

robotics which challenges students to involve outside mentors from the fields of science, engineering and technology to help them resolve the challenge of building a specific purpose functional and programmed robot for competition. The Lincoln HS project that won numerous award, including best web design was all built around wind as an energy source. Students and faculty members from every curriculum and students with abilities and interests in each of these areas were fully involved in this program with over 1000 individuals viewing, judging or asking questions.

4. How does your school use sustainability and the environment as a context for learning green technologies and career pathways? (200 word max)

This process has actually worked in reverse. The demand for assistance and consultation and professional answers has led students to be involved with leaders in the various career fields related to the various projects and activities that are now a part of their curriculum. Students are meeting college instructors before college, meeting with engineers and business leaders before actually thinking about a job interview, and being exposed to more than the gas pump for an understanding of how environmental factors influence their daily lifestyles. The studies and projects have created venues for students to ask questions about educational backgrounds of various guest speakers and visitors who have been involved in the various aspects of the attempting to become a Green Ribbon School.

5. Describe students' civic/community engagement projects integrating environment and sustainability topics. (200 word max)

As a part of PBL, students are expected to present to a public audience. These are frequently cross-curricula presentations to civic leaders, community members, an array of educators from elementary to college level as well as parents. Both the PBL presentations as well as the contact with various leaders the students have worked side by side with in campus environmental endeavors have been positive maturing opportunities for the students. The fact that these are tied to environmental aspects has been a plus as so much of that is highly visible within the community.

6. Describe students' meaningful outdoor learning experiences at every grade level. (200 word max)

Each grade level has an area of the campus that they work in during a designated class period as course content allows to enhance that area of campus. For two years the students have participated in Earth Day and Arbor Day. Over 125 students from the various grade levels (9-12) are in the Agriscience classes. Each grade level also participates through physical education classes in outdoor endeavors that are not just physical education, but equally important labor intensive activities related to environmental factors.

7. Describe how outdoor learning is used to teach an array of subjects in context, engage the broader community, and develop civic skills. (200 word max)
Recycling has become a seriously competitive activity at Lincoln HS that involves parents and small businesses in the area. Being rural as a school community, the school is the hub and a major venue for community publicity for support of school activities. It is probably most interesting that the only known community endeavor to recycle has occurred through the environmental efforts of the school. The school has various student leadership teams and student ambassadors groups who are frequently given the opportunity to make presentations to the area town leadership or school visitors about the goals, objectives and needs of the school in implementing and promoting their positive school environment and desirable school climate.
8. Describe your partnerships to help your school and other schools achieve in the 3 Pillars. Include both the scope and impact of these partnerships. (Maximum 200 words)
A high traffic state highway is adjacent to the Lincoln schools. The area police have had to be involved to assure that the recycling adventure, the outdoor classroom areas, and the construction of the greenhouse has been protected. Unusual but an important and a very viable communication to the importance of these aspects to those who may not be aware of the purposes of these projects. A graduate of Lincoln HS is also now a neighborhood medical doctor who willingly provides health information to classes as much as possible. Several area farmers have become advocates of the new interest in the agriscience classes and have helped with the plowing of gardens, the development of the plasticulture garden, and the fence building for example. The school has also partnered with the area government officials to help bring the recycling efforts into place. Advisory partnerships include several local organic farming advocates and professionally the Alabama Cooperative Extension Service, Jacksonville State University Science Department and the Coosa Valley Rural Electric Cooperative have all provided professional advise and onsite management support.
9. Describe any other ways that your school integrates core environment, sustainability, STEM, green technology and civics into curricula to provide effective environmental and sustainability education, highlighting on innovative or unique practices and partnerships. (Maximum 200 words)
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10. Submit 5 of photos (with appropriate permissions) or up to 5 minutes of video content.
The following link is a collage of pictures of STEM competitions, campus environmental activities and classroom projects related to environmental and greening of Lincoln High School. <https://www.dropbox.com/sh/vw0twljj03dypod/AADTok-F0p5zFDDJwUyZVZJra?dl=0>



High school students installing a fence around the outdoor gardens.



Landscape Beginnings

Plasticulture Gardening

